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State of Minnesota Department of Education LIBRARY NOTES AND NEWS

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LIBRARY SERVICE IN RAMSEY COUNTY

By Myra W. Buell, Chief of the Branch Division, St. Paul Public Library

We hear so much in these days, of co-operative farming and co-operative dairying among our rural friends that a plan for co-operative library service seemed quite possible in Ramsey County, where distances are short and good paved roads lead to nearly every door.

It took comparatively little persuasion to induce the County Board to include in their budget for 1923 an appropriation for \$1,000.00 for County Library Service, this service to be administered by the St. Paul Public Library. Immediately after the approval of the budget we set about making preparations for this new feature of our work. A careful study of the County only indicated more forcibly that the co-operative plan was justifiable.

Ramsey is an unusually small County, having a rural population of approximately 6,000 inhabitants, and an area of about 100 square miles outside of the city limits of St. Paul, (the County Seat), North St. Paul, and White Bear. The latter cities having their own Public Libraries, we decided for

the present to make no attempt to assist them, except in cases where special books might be needed, but to concentrate our efforts upon service to the rural residents or those who are isolated from library facilities.

The majority of our rural population are comparatively prosperous farmers owning their own cars and making frequent trips to St. Paul, either for marketing or for an evening's entertainment. Owing to this fact, there are no small stores and but few community halls in the County. Therefore, the school houses which in many cases have become the community centers must also serve as distributing points for our County Library books.

In an effort to interest every element of our rural population in County Library service, the plan has been presented at the County Fair, at meetings of Mothers' Clubs, Parent-Teachers' Associations, the Council of County Mothers' Club Presidents, before the County teachers at their monthly meetings, and at the annual meeting of the County school officers. All of these groups have received the plan with interest and enthusiasm.

Our co-operative arrangements include all

groups—the Community Clubs, the School Boards, the fathers, mothers, teachers, and children.

We were requested by the New Brighton Community Club to send some one to their meeting who would explain the County Library plan. On this occasion, and later, when the library station was opened, our Assistant found a group of about twenty women gathered about a red hot stove watching a demonstration of dress-form making on living models. For half an hour the lure of books such as the life of Maria Sanford and Theodore Roosevelt's Letters to His Children, vied with the complexities of cutting, fitting, and pasting for the attention of club members. At last, however, while the living models, stiff with much paste and paper, were obliged to stand by the stove sipping their coffee, other members of the group and the "Library Lady" sat at ease drinking coffee and eating doughnuts and sandwiches which had been prepared by a master hand.

The school boards have been most generous in allowing the use of school buildings for County Library stations. Of the twenty-seven schools in Ramsey County, we now have library stations in nineteen, and we are sending books to two others upon special request; and one school arranged for County Service during the summer months only.

To date the school boards of sixteen school districts have signed contracts with the St. Paul Public Library by which they agree to turn over their annual book fund and their state aid to the library, which in turn acts as their purchasing agent. This arrangement places a much larger collection of juvenile books at the disposal of each community than would otherwise be possible.

Fathers and older brothers are doing their share to facilitate prompt service by offering to carry books back and forth on their weekly trips to the city. Members of Mothers' Clubs have welcomed the plan as an opportunity for serving their neighbors, and have gladly accepted the responsibility of caring for the local library stations. Two members have been appointed from each club who agree to act as "Community Librarians," issuing books on at least one afternoon each week. Whenever possible "Library day" is the day for the Mothers' Club meeting. Thus at least once a month all the women of the community are able to select their own books.

At the appointed time for opening a County Station, an assistant from the Branch Division of the Public Library attends the Mothers' Club meeting, and gives a short explanation of the plan to the mothers, teachers, and children. Books are issued at this time and both the "Librarians" and the teachers are instructed in the simple routine involved. In one school we dis-

covered three Norwegian children, recent arrivals in the district, who could understand no English. The following day a small collection of Norwegian books was mailed to the children. They are now enjoying the thrill of accomplishment, for with the aid of a small dictionary presented by their teacher, they are translating Norwegian stories into English.

During the year calls have come to us for books in many foreign languages including French, German, Polish, Swedish and others.

Since all children of school age are exposed to books to some extent, we have laid special emphasis upon the adult features of our County Service. Requests sent in by the patrons offer helpful suggestions for book purchases. We have been asked for books on the care of stock, automobile repairs, dressmaking, cookery, care and feeding of children, entertainments, home decoration, and many times for just good stories.

The President of the Mothers' Club which first attempted community library service under our County plan, feels that their library has incidentally helped to solve the problem of child training in the home. She has often said "Our branch library has been of more value to the community than anything else we have attempted as a club. While last summer we often wondered where our children were playing, now from our windows we see them sitting under the trees devouring their library books."

Teachers also report that their problem of discipline is simplified since the boys and girls have more books at their disposal. One teacher confessed, however, that although every book had been read by at least five children in the school, she hoped that we would not send a new collection until after Christmas, for with new books available to the boys and girls she felt sure that the Christmas entertainment would be a failure.

The teachers have been very helpful in sending lists of books desired. They have encouraged the children in the use of the library and assisted in issuing the books when necessary.

Under the direction of a member of our Catalog Division, students of the Ramsey County Normal School are receiving instruction in simple cataloging. These lessons are to be supplemented by a short course in the use of books and libraries.

The children in each community are our best advertisers, and are also helping to spread the gospel of clean books through their posters. The problem of needs in rural communities either on the farms, in the homes or in the schools, is perhaps more easily met in Ramsey County than would be possible in some others because of the fact that both of the library assistants who are engaged in County work were students at the State Agricultural School

and later County teachers before they entered the field of library service.

Although the County Library problem in Ramsey County is largely a rural one, still there are some groups which may be considered as social problems, namely the people whom we find at the County Farm (formerly known as the Poor Farm), and also the inmates of the County Jail. Among the residents of the County Farm are many men and women who have passed the prime of life, and who are delighted with the possibilities for reading which our library service affords. From these patrons we receive many requests for standard authors such as Dickens, Cooper, Hawthorne and Victor Hugo.

Perhaps the most unique feature of our County Library Service is the work at the County Jail, where the authorities have provided sufficient space to shelve a small collection of books. These are left at the jail, and on one morning each week the Chief of the Division and an assistant make their visit carrying books to all the wards and giving personal library service to the inmates.

We have received very courteous treatment from the jailers whose chief concern seems to be for the safety of our property. They continue to remind us that if we persist in "such reckless distribution of library books" we will have to "suffer the consequences in case they are mutilated or stolen." However, to date, no books have been injured and few have been lost.

When this feature of our library work was started, there were eighty-eight people in the jail, many of whom were to remain several months. No occupation is provided them, so that they have much leisure time, which gives us a splendid opportunity to serve them with library books.

We make no distinction between these patrons of our County Jail and other patrons whom we serve at the main library or any of the branches. As week after week these men see the same people coming to bring them library books, they realize that our interest is not from curiosity but from desire for real service, and their response is more marked. For this reason we have refused the request of several library workers to accompany us on our trips.

The slightest suggestion from the men as to author or type of book desired, is recorded, and such books are taken to them the following week. Among this group of library patrons are several who read Polish, Russian, Rumanian, Italian, or other languages. The knowledge that the library will supply the books in their native tongue often comes to them as a very happy surprise.

It is sometimes difficult for the men to understand that the books are free and that they may borrow as many as they wish at one time. A group of men each of whom

had already borrowed two books, was found urging a baffled Polish reader to borrow an English book as well as his own in order that they might have one more book at their disposal. For those who are unable to read any language, we are supplying books with many illustrations and simple text. One Syrian asked us before being dismissed from the Jail, where he might find the library. He also urged us to teach him to read and write English, a request which was repeated later when he appeared in person at the Central Library Building in quest of the same book which we had loaned to him while at the Jail. We learned that although he had lived in the United States for forty years, he could neither read nor write English. He was assisted in making application for a library card and with slight encouragement he has become a regular patron at the library. Arrangements were also made for his entering Americanization classes.

We are often asked for books on "Law," which we have discovered to mean Citizenship. These requests are followed up by books like Riis' *Making of an American*, or, a brief life of Roosevelt.

We are obliged to use great tact in approaching these foreign born patrons, who sometimes are a little suspicious that we may be trying to educate them.

Our shipment of Serbian books having been delayed, we were unable to supply reading matter for one of that nationality who could read no other language. After fruitless search among possible sources in our own City, the Librarian in South St. Paul made a house-to-house canvass among the residents of the Serbian settlement until a collection of newspapers and an almanac containing stories were procured. When these were handed to our patron, his demonstration of appreciation amply repaid us.

From a Chinese Cafe we were able to procure newspapers which we took to a ward housing a Chinaman who did nothing but walk the floor, a Russian having "no time to read," and a Norwegian who was anxious to read and somewhat impatient with the interruptions of his fellow sufferers.

One prisoner proved to be conversant with the best in literature and acted as a guide to his ward mates. Each week he prepared for us a long list including such titles as "David Copperfield," "Scarlet Letter," "Vanity Fair," "Les Miserables," "Three Musketeers," and many others of equal rank, also a Rhyming Dictionary, and works of the standard poets. He told us that he had read most of these himself and knew the other men would like them.

From the Colored ward we have requests for religious books, and especially for the Bible.

Although our greatest demand is for Western fiction of the Zane Grey type, we re-

ceive many calls for Kipling, O. Henry, London, and Blasco Ibanez.

Six Mexican boys, held for deportation, were among our appreciative patrons. They were delighted to see us bringing Spanish books, and, mustering all his English, one said: "How much to pay?"; and another, as we were leaving, called out: "Thank you, lady."

Although a large proportion of the population of the County Jail is men, we do find a few girls and women, and occasionally boys, who welcome the "Library Lady" quite heartily. One young woman, hugging a book tightly, exclaimed: "You bet I want a book. I could read two of these in one day." "These are life-savers" was the expression of appreciation as voiced by a young man. On our second visit to the Jail, another threw up his arms shouting: "Hurrah! now we can read again." A patron who had only recently acquired the library habit said, when returning two books borrowed a fortnight before, "Have you any good books to-day? I've been in Heaven for two weeks."

This work has been carried on for ten months, and during this time 2,098 books have been issued, 139 of which have been juvenile, and 134 have been in foreign languages.

Although this service reaches a comparatively small group of readers, we hope that it may contribute to the future betterment of social conditions.

At the close of our first year in the field of County Service the book collection numbers only 1,122 books. These are classified according to the Dewey Decimal system, to correspond with the State School Library List, rather than the Library of Congress classification, which is used in the St. Paul Public Library.

The book deposits, as sent out from the Branch Division office, are entirely flexible. In each group some books borrowed from the City Library are added to the fresh and attractive titles owned by the County.

While one station was operated for the entire year, many were opened only one or two months, making an average of four and one-half months for each station. During this time 7,276 volumes were circulated, of which number 42% were adult and 58% were juvenile books. With a report for January, 1924, of 1,756 books issued, with the constant demands for new stations, and with the assurance of the continuance of our appropriation, we feel hopeful that before another year is passed we may be able to serve every resident in Ramsey County.

AMERICA'S CONTINUATION SCHOOL

By William Allen White

Ignorance is the menace of civilization. If America continues to grow the minds of her people must grow. And the schools

alone cannot satisfy this need for continuing the intellectual growth of American citizens. In America today, 85 per cent of the boys and girls are in school until the age of 14 years. After that, but one in five continues school until the age of 18. Then what happens? A scanty few go on to college or university and the others do not. Is this the end of their education then? Must their mental growth cease when the school doors close behind them?

There must be some way out. Some way to continue the educational growth of American citizens. And there is a way. That way is the public library. It is America's continuation school. It is the most democratic of American educational institutions. It is free to every person—color or race, nationality or creed, make no difference. It is free to every person who wishes to read, and who is willing to read. If the schools will only teach the reading habit, the library will educate the world, for the public library is free to every new idea, free to every fresh point of view; nothing is barred because it is new or radical or different. The public library is free from party politics; it is free from religious intolerance and prejudice. The public library provides information on all sides of every important question—so far as its funds will allow.

The citizen has his duty toward the library. First of all he should encourage larger appropriations of funds. Too many people are being turned away because there are not enough copies of certain books to supply the demand, or not enough money to buy all the books that should be on the shelves. More than half the people of the United States do not have library facilities of any kind. The educational facilities of the library have not been recognized as they should be; with that recognition will come greater service.

Democratic as the library is, its service should be greatly extended. The librarians should be prepared to give more service, more encouragement and sympathy to their patrons, whether to help the half-literate foreigner or the scholar. The public should be made to see that the library is a continuation school. While the library is useful and helpful, it has still not reached its maximum of helpfulness or usefulness and it cannot do so until the people themselves realize what it has to give them.

AMERICAN LIBRARY ASSOCIATION

The mid-winter library meetings at the Hotel Sherman, Chicago, were attended by 350 persons.

The American Library Association Council held three sessions, all open to the public; the Temporary Library Training Board, five sessions, two of which were open meetings; and there were one or more sessions

of the League of Library Commissions, normal school librarians, university librarians, and other special groups, and of the executive board and various standing committees.

Council Meetings

At the first meeting of the Council, Tuesday afternoon, January 1st, a resolution was presented recommending "biennial instead of annual conferences of the American Library Association with regional meetings on alternate years." It was voted that a special committee be appointed to ascertain the sentiment of the Association, and place before the council arguments for and against the change. A show of hands indicated a good majority of those present in favor of biennial conferences.

A vote of thanks for recent gifts to the American Library Association was recorded. These included the following gifts from the Carnegie Corporation of New York; for the American Library in Paris, \$15,000 for two years; for the work of the Temporary Library Training Board, \$10,000 for one year; for the preparation of a library text book, \$5,000. Other gifts were received from the Laura Spelman Rockefeller Memorial to promote the preparation of a union list of periodicals and from the American Committee for Devastated France for library work in France.

The rest of the session was devoted to a discussion of library training agencies. President Jennings expressed his appreciation of the work done for libraries by the Carnegie Corporation, particularly in the erection of buildings, and quoted from the 1922 report, giving the reasons for the discontinuance of gifts for buildings. He stated that this does not indicate a waning of interest in libraries on the part of the corporation but that this interest will be manifest in other ways. He called attention to the gifts mentioned above for the Temporary Training Board and the preparation of a Library School Text-Book, and particularly to the recent survey of library schools made by Dr. Williamson.

Mr. Jennings stated that it seemed to him a very logical thing that the Corporation, having invested so much money in library buildings, should now be interested in seeing that these libraries and other libraries are so managed as to produce the best results and to make their previous investments worth while. Librarians are to be congratulated on the wisdom shown by the Corporation in choosing library training as one of the avenues through which it may show its continued interest in libraries. American libraries and the American Library Association have many needs, but none of these needs is more important than library training. Better trained librarians will bring some at least of the other things that libraries need, such as better

library service, greater appreciation of libraries and larger appropriations.

The report was discussed from different angles by Carrie E. Scott, of Indianapolis, Effie L. Power, Cleveland; Azariah S. Root, Oberlin College; M. S. Dudgeon, Milwaukee; and Harriet A. Wood, St. Paul.

Following this discussion, Adam Strohm, of Detroit, chairman of the Temporary Library Training Board, told of the work of the Board and its future plans. He paid tribute to Dr. Williamson's clear voicing of the silent thoughts and hopes of many workers in his Report, parallels to which are needed in administration and other branches of library work, where the toxic effects of self laudation are often to be seen, and to the library schools, whose graduates have largely molded librarianship.

A report of the work of the Temporary Library Training Board appears on another page.

The second session of the council was devoted to a discussion of politics in state library positions, the status of librarians in reclassification of government employees, the proposed federal bureau of libraries and the bill for library information service in the United States Bureau of Education.

After discussion, it was voted, that the council endorse the proposal for the establishment of a bureau of libraries as a project for future legislation and that the matter be referred to the committee on federal and state relations with the recommendation that the committee study the question of the proper articulation of the Bureau with other departments and report to the council at some future time.

At the third session of the council, on Wednesday afternoon, Ben Howe, of New York City presented a suggestion for making libraries the principal agencies for distributing educational films and for making them centers of information about entertainment and industrial films. This would involve the selection and cataloging, with annotations, of all films of educational value.

The committee on National Certification, of which Mr. Frank K. Walter is chairman, presented a report of progress. The committee has proceeded slowly so as to avoid duplication of expense and effort already taken by such agencies as the Temporary Training Board, The Committee of Five, the Committee of Schemes of Library Service, and had not thought it advisable to proceed with any specific plan for certification or with the publicity pamphlet authorized by the Council last year. Meanwhile the question is becoming better known. Wisconsin, California and New York state have established schemes and several states await a favorable opportunity for introducing legislation or for the adoption of some voluntary plan. The Williamson report and the comments thereon

by the library school principals "rather generally accept, implicitly or explicitly, the assumption that certification is eventual and desirable." He noted that other professions are engaged in similar movements and that standardization of service in any profession implies certification. No definite resolution was proposed but it was urged that the matter be given a place for discussion on the program of the coming annual conference.

League of Library Commissions

The 20th annual meeting of the League of Library Commissions was held in Chicago at the Hotel Sherman, on January 1, with Clarence B. Lester, first vice-president in the chair, in the absence of Milton J. Ferguson, president.

The meeting was largely devoted to the business of the League and the reports of committees. In the roll call of the states, representatives from Illinois, Indiana, Iowa, Kansas, Kentucky, Minnesota, Nebraska, New Hampshire, Ohio, Pennsylvania, and Wisconsin reported many interesting pieces of work being carried on in these states.

The establishment of county libraries is one of the most urgent subjects in the middle west states. Illinois reported educational campaigns planned for four counties. Della F. Northey, organizer for Indiana, told of the demonstration she was putting on in one of the counties. New books had been purchased and with the co-operation of the county superintendent of schools and other organizations, distributing stations had been opened from which free library service would be given to the entire county. The demonstration is to be carried on for nine months before the question of legally establishing a county library is brought up. In Ohio two county library elections held in November failed to carry.

Mr. Lester told of the success of the two weeks' library conference held in Wisconsin last summer and of the county library mock trial before a county board forming a part of the program of the state library meeting, which trial is reported in the Wisconsin Library Bulletin for November. Mr. Lester also spoke of the part the public library is to play in the better cities contest.

Officers elected for the ensuing year are: President, Milton J. Ferguson; vice-presidents, C. B. Lester and Frances Hobart; secretary Fannie Rawson; members of the executive board, Harriet A. Wood, William R. Watson, Anna May Price.

The Chicago Library Club entertained the visiting members of the A. L. A. with a dinner on New Year's eve, after which a unique vaudeville program was carried out by staff members of the University of Chicago library. The *Chronicles of America* film of Christopher Columbus was shown.

Dr. Keogh, librarian of Yale University, was present and told something of the plan of the *Chronicles* and the films which are being prepared to illustrate them. "A visit to the island of Woof," a humorous travelogue, prepared by Dr. T. W. Koch, Northwestern University library, was read by Carl B. Roden, Chicago Public Library, owing to the illness of Dr. Koch.

AMERICAN LIBRARY CONFERENCE

Saratoga Springs, New York, June 30 to July 6, 1924

The forty-sixth Annual Conference of the American Library Association will be held at Saratoga Springs, New York, June 30 to July 6, 1924.

Tentative Program

The program committee has in mind a conference free from local entertainment; with not more than one outside speaker; with only four general sessions; with one free period each day in which no meetings are scheduled.

It is expected that one general session will be devoted to education for librarianship, another adult education and a third (which will probably be a joint session with the College and Reference Section) to a discussion of college, university and reference library problems. The fourth session will be general in character.

One session of the Council will probably be devoted largely, perhaps exclusively, to the report of the Temporary Library Training Board.

An evening will be set aside for the groups which wish to arrange for dinner meetings, library schools and others.

General sessions and other large meetings will be held in Convention Hall, one block from the headquarters hotel. A number of smaller meeting rooms attached to Convention Hall, and rooms in the Grand Union and United States Hotel will amply accommodate groups of various sizes.

The Grand Union Hotel will be headquarters, and the entire hotel will be at the service of the American Library Association. Between 800 or 900 people can be accommodated there, and approximately the same number at the United States Hotel, one block away. There are numerous other hotels in the vicinity, so that all may find the accommodations they want provided reservation is made well in advance.

Rates at the Grand Union and United States Hotels are \$6 per day for room without bath, and \$7 per day for room with bath on the American plan. Rates at boarding houses are from \$2.50 per day up, American plan, and rooms may be had for \$1 per day up. There is a variety of restaurants and lunch rooms. All requests for reservations should be addressed American Library Association Representative, care Manager

Grand Union Hotel, Saratoga Springs, New York. Be sure to state clearly your desire as to price, hotel, any arrangement as to roommate (giving name), date of arrival, and other facts which will help our representative in assigning satisfactory quarters. Requests for reservations received before April 1 will be held and treated as if received April 1st.

Preliminary Travel Notice

Saratoga Springs, just north of Albany, is easily reached from all points of the country. Reduced round-trip rates will undoubtedly be granted by all railroads east of Denver.

Special travel parties will be announced, from the middle west starting from Chicago.

Post-Conference Trip

There will be an opportunity for a post-conference week covering a visit to the Adirondacks and Lake Placid, with motor trips to points of interest in that region and returning to Albany via the Lake Champlain and Lake George country.

WHAT THE TEMPORARY LIBRARY TRAINING BOARD IS DOING

The Temporary Library Training Board is seeking suggestions and advice from all who are interested in education for librarianship and also from authorities on training for other professions.

It has recently held four meetings, two of which were for the consideration of details and routine, and two to which were invited members of the Association of American Library Schools, representatives of various library agencies and other librarians who were in attendance at the Mid-Winter Meetings. The open meetings were held the morning and afternoon of January 3. At the first session Dr. Learned of the Carnegie Foundation spoke informally on the organization and re-organization of the facilities and machinery for the diffusion of knowledge. He was followed by Dr. N. P. Colwell, Secretary of the Council on Medical Education of the American Medical Association, who, in drawing the analogy between the problem now confronting the American Library Association and that before the American Medical Association at the time the Council on Medical Education was formed, spoke in detail of the difficulties attending the standardization of medical education. He said in part, "Where there is no legal body in the country to effect standardization, this work becomes the duty of the Association having to do with the educational subject. You are the ones who know the things necessary in connection with libraries; therefore, so long as there is no legal body, the responsibility is yours."

The Council on Medical Education established, at the beginning, two standards; one

was sufficiently low for everyone to come to in comparatively short time; and the other, a standard higher than the one immediately recommended, but even so, not as high as that in effect in some other countries. The entire movement was voluntary. In making the classification of schools, the Council considered reports from state licensing boards, announcements and reports from medical schools and information secured from inspection of schools.

Classification was made without any idea of measurement other than certain items which were arbitrarily picked, like entrance requirements, number of teachers, buildings and equipment.

Other classifications have been made since then and the advancement of schools to higher grades has been so rapid as to eliminate anxiety as to definite and ultimate results.

The schools were graded on 10 points at first arbitrarily selected with the consideration of the most essential needs, and with the effort to define bases which could be applied to all schools alike. Dr. Colwell emphasized strongly the need of inspection, also the value of personnel records kept by the Council.

In conclusion, Dr. Colwell drew attention to the importance of close correlation between the theoretical or instructional work of the school and its laboratory or practical work.

Following Dr. Colwell's address, Mr. James Wyer expressed the real obligation of the members of the A. L. A. Council for the valuable contribution from men in other professions.

The afternoon session on January 3rd was given over to discussions on:

The organization and basic courses of a first year of library school training, opened by P. L. Windsor.

The organization and basic courses of library training classes, opened by Marie Newberry; and apprentice classes, opened by Flora B. Roberts.

The organization and courses of summer schools of library training, opened by Winnifred Wennerstrum.

Library training courses, in Normal Schools, opened by Winnifred Wennerstrum.

The Board is planning to hold its next meeting the end of February, in New York City, and a subsequent open meeting there about the middle of April.

Miss Harriet Howe, B. L. S., Illinois, has been appointed Executive Assistant to the Secretary of the Temporary Library Training Board, beginning February 4.

SUMMER COURSES IN LIBRARY METHODS

Plans are under way to offer courses in **Library Methods** in the Summer Session of the University of Minnesota, supplementing those given last year, and in addition a course on **School Library Administration** will be offered in the College of Education by Miss Alma Penrose, Librarian of the University High School.

A special circular with full announcement regarding the courses will be issued shortly. Inquiries for it should be addressed to the Director, Summer Session, University of Minnesota.

MINNESOTA LIBRARY ASSOCIATION

An invitation has been received from the University of Minnesota to hold the next meeting of the Minnesota Library Association in the new library building. The date of the meeting has not been fixed, but it will probably be about the middle of September immediately preceding or following the dedication of the new building.

CLARA BALDWIN LIBRARY CLUB

The January meeting of the Range Library Club was held in Hibbing on January 16th. Six libraries were represented, and luncheon was served at the Y. W. C. A. The program consisted of reports from the delegates to the meeting of the St. Louis County Club, and report of the Mid-Winter meeting in Chicago by Miss Hurlbert. A reading of the play "Overtones" was given with the following cast:

Harriet—Miss Johnson; Margaret—Miss Hurlbert; Hattie—Miss Davis; Maggie—Miss Danielson.

The program for the February meeting included a discussion and comparison of Compton's, World Book and other illustrated encyclopedias, led by Miss Barnes of Buhl.

Posters, was the next subject of discussion, and Miss Finn, librarian of the Hibbing High School, brought some of the very attractive ones made by the art department of the school. There was an informal discussion of the county library project, followed by luncheon.

CHARLOTTE H. CLARK, Secretary.

LAKE REGION LIBRARY CLUB

The Lake Region Library Club will hold its annual meeting in Wadena this year. A tentative date has been set for May 23 and 24. Reports of progress, discussion of books and library finances will be features of the program. Miss Jean Stewart is president of the club.

TWIN CITY CATALOGER'S ROUND TABLE

The Twin City Cataloger's Round Table which was formed in 1921 has held from

three to five meetings each year since its inception. The meetings are held alternately in St. Paul, Minneapolis, and at the University of Minnesota. The following libraries are represented:

The St. Paul Public Library.
The Minneapolis Public Library.
The University of Minnesota Library.
Minnesota Historical Society Library.
Agricultural College Library.
J. J. Hill Reference Library.
Hamline University Library.
Carleton College Library, Northfield.

At its meeting, January 26th, 1924, the objects of the Association and its customs were formulated as a constitution. The aim and membership is stated in Articles 2 and 3:

2. The aim of this association shall be: (1) To promote interest in Bibliographical work in the library field. (2) To promote the interests of catalogers and classifiers. (3) To afford an opportunity for expression of ideas on matters of interest to the library profession. (4) To co-operate with the Catalog Section of the American Library Association.

3. All persons interested in Bibliographical work in the Twin City region are eligible for membership.

As one member expressed it, "This association has the distinction of having no officers, no dues, and no duties!" There are no dues, but those who are members of the A. L. A. pay dues to the Catalog Section of the A. L. A., with which the Round Table is affiliated. The business of the Round Table is in the hands of a committee of three which arranges for the meetings, and plans the programs. The programs are entirely informal and open to discussion by everybody. At the January meeting twenty one members were present, representing six different libraries.

HOME EDUCATION CONFERENCE University of Minnesota, May 7, 1924.

The United States Commissioner of Education, Dr. John J. Tigert, is calling a National Conference on Home Education to be held on May 7, 1924, at the University of Minnesota, Minneapolis, in conjunction with the annual meeting of the National Congress of Mothers and Parent-Teacher Associations, which is to be held in St. Paul.

Officers of the National Congress of Mothers and Parent-Teacher Associations, various state and city librarians and secretaries of library commissions, extension directors of state universities and others are being invited.

Dr. Tigert hopes that through the co-operation of the agencies mentioned we may reach many homes and establish the reading habit among parents and other adults, as well as among the older boys and girls.

The Bureau of Education has reached the

point in the project of home education where it can analyze the situation, and this conference is called in order to formulate some plan of procedure which will be mutually helpful and will tend to give impetus to the library movement and to react beneficially upon all home education work.

The conference will be held in the main auditorium of the University and it will be open to all who are interested in this field of education. The Conference will be conducted by the United States Commissioner of Education. President Lotus D. Coffman, of the University of Minnesota, will open the conference with an address of welcome.

There will be three sections held successively as general sessions. First, a section for extension directors of state universities conducted probably by Professor Charles G. Maphis, of the University of Virginia; a section for librarians conducted by Mr. Carl H. Milam, Secretary of the American Library Association, and a section for leaders in parent-teacher associations, conducted by Mrs. Augustus Reeve of Philadelphia, President of the National Congress of Mothers and Parent-Teacher Associations. The Conference will be addressed by Dr. Richard Burton on "Good Literature in the Home."

Librarians in Minnesota are urged to attend.

REAL TEST OF LIBRARY PROGRESS IN A COMMUNITY

It is not so much by the position that a library has attained as by the progress it is making toward larger or better service that the quality and ability of its management are to be judged. Each library should measure itself from time to time by that test. An honest application of the following questions will show pretty clearly the measure and kind of progress a library is making.

1. Is the library reaching a greater number of its possible constituents? Is its roll of active borrowers increasing?

To answer this definitely, the library must keep a live register of borrowers, excluding all names of persons who are no longer in the community or have not used the library in the last 2 or 3 years.

Even where the population of a community does not increase, a live public library will each year be gaining in borrowers and readers through a normal development of the library habit and the influence of the schools. Not to advance in this matter is a thing to reflect on the library management.

2. Is the average borrower using an increasing number of books each year? Answer is found in the figures for circulation.

3. Is the average borrower using the li-

brary for an enlarging range of book needs and interests? Is the library meeting the needs at a greater number of points? Answers to be found in statistics of circulation by classes of books.

4. Is the library meeting a higher order of needs and wants? (Tested by circulation of its higher grade of books.)

5. Is the library rendering an increased service in answering questions, providing definite information and supplying material for study and help in the actual problems of life? (Tested by statistics of reference use.)

6. Is it growing in the value and richness of its book collections? (Tested by net increase in titles and amount of funds applied to new books.)

7. Is it becoming an object of increasing pride and affection in the community? (Tested by increases in the material provisions made for its support and enrichment.)

8. Is there a growing appreciation of the importance and need of skilled library service? (Tested by amounts made available for salaries.)

9. Is the library becoming an increasing factor in the life and work of the civic, social, educational and industrial organizations of the community?

10. What proportion of the pupils in the schools are registered borrowers at the library? Is this proportion growing each year?

(From New York Libraries, May, 1923)

TRAVELING LIBRARY NOTES

Frequent requests for reference material and individual loans are received from cities and villages where there are good public libraries and librarians are again reminded that the Library Division prefers to lend through the local library, when there is such an institution.

The reasons for this are three-fold:

1. To simplify the records in the office of the Library Division.

2. To avoid duplication (often material is requested, which we feel sure is available in the local library, and all its resources should be exhausted first).

3. To stimulate the use of the local library. It is good business for the librarian to give service to her patrons by sending for the material, and thus develop confidence in the ability of the library to serve.

The same rule applies to schools. Material will be sent to the school librarian or teacher in charge of the library, or superintendent, but not to individual students.

The Traveling Library Division is rejoicing in the discovery of an honest man. An application for a traveling library was recently received without signatures, and was returned to the sender to be filled out. The reply stated that the signatures were pur-

posely omitted. They could not sign the agreement that the books shall be lent without charge, since they hoped to charge a small fee for the use of the books. This is the most important rule as to lending books, since the traveling library is a state free lending library maintained by state taxation and therefore free to any resident of the state.

AIDS FOR LIBRARIANS

American public library, by Arthur E. Bostwick. Appleton, 1923. \$3.00. A new and revised edition of the book first written by Dr. Bostwick in 1910 contains a wealth of information of value from a technical and professional standpoint, and also discussion of the place of the library in the civic and political development of the country that would be of interest to the general public and especially to library trustees. A valuable book for the public library to own.

Booklist Books 1923. The Booklist's annual list of selected titles (about 200) will be ready early in March. Every librarian will wish to check this list against the accessions of the past year to be sure that nothing of importance has been missed. Small libraries will find it especially useful. A list of technical books recommended by Donald Hendry, head of the Applied Science Reference Department of Pratt Institute Free Library, will be included as usual. Single copies in stiff covers, forty-five cents, may be obtained from the American Library Association Publishing Board. The Library Division has a limited supply which can be given or lent to small libraries upon request.

Fiction Catalog. The H. W. Wilson Standard Catalog, fiction section, edited by Corinne Bacon, has been issued. It contains a well selected list of 2350 of the best novels for public library use, with about 750 titles starred for first purchase by smaller libraries. It is arranged by author and title, with a subject index which will be particularly appreciated. An invaluable aid in checking up the fiction shelves for discarding or replacements. Price \$1. Additional copies on thin paper, sold in lots of ten or more, with or after purchase of the regular edition, 20 cents each.

Lantern Lists. A new series of reading lists is announced by Miss Zaidee Brown. The lists are planned primarily to meet the needs of public libraries. County libraries and small town and village libraries, can by distributing these lists interest county readers in books they may not know. Two lists already issued are "Books of adventure" and "Cheerful books." These books are offered on a subscription basis at a minimum cost of eighty cents for three copies, if payment is sent with order. The separate lists may also be purchased in quantities at \$1.50 per hundred. All orders

should be sent to office of Lantern Lists, Care of H. W. Wilson Co., New York City.

FOR SALE

Standard reference work (1923) \$40
World book (1922) \$45
Address Sylvia A. Nelson, New York Mills, Minnesota.

News From Public Libraries

NOTE—Items of news for this column are solicited from all libraries in the state. These should be real news items, indicating some progress, or new plan which may be suggestive to other libraries. Notes should be sent to the Director of Libraries by the 15th of the month preceding each issue of the bulletin, which appears quarterly in March, June, September and December.

Alexandria. At the December meeting of the library board, Gov. Preus, administrator of the estate of Senator Knute Nelson, formally presented to the Alexandria Public Library an oil painting of the senator and also made known a bequest of \$2,000 with which books of history and biography are to be purchased. The gift was formally accepted by the board.

A collection of farm bulletins and other agricultural publications has been added to the library and will be lent free of charge, to the residents of Douglas county.

Bemidji. The four women's clubs of Bemidji held a meeting on Saturday, February 2nd, in the interests of the public library. Miss Baldwin, of the Library Division, gave a talk and a silver offering was collected for purchase of children's books. Gifts of books were also received.

Blooming Prairie. At the annual meeting of the library association in January, it was voted to serve a ten cent lunch at every other monthly meeting.

Brainerd. A branch of the public library has been established in the Garfield school, which is located in the outskirts of the city.

Buhl. The members of the library board entertained all the teachers of the school district at the library club rooms. A short program was arranged, followed by a radio concert and informal dancing.

A radio program is given in the club room every Sunday evening.

The bus service is well patronized with a circulation of 125 to 200 books on each trip.

Cokato. A library of 125 books sponsored by the Woman's Community Club, assisted by the Camp Fire Girls and Boy Scouts is located in the Woman's rest room.

Duluth. An art exhibit, at which \$100 in prizes was awarded to students and amateur artists was held at the library for a week in February under the auspices of the Duluth Art Association. More than 1000 people attended.

Fairfax. The public library maintained

by the Civic League has been moved to a larger room in a more convenient location with good light and heat. Dorothy Pullen is librarian.

Fairmont. To relieve the crowded condition of the building, new shelving and a picture book rack have been built in the childrens room. A display rack for new books has also been built. In the adult section, out of date and worn out books have been weeded out to provide more space.

Faribault. Innovations in the library during 1923 include addition of a number of fine pictures in the reading room, the formation of the Vacation Reading Club for children during the summer months, the increased schedule of hours, and the circulation of books through the branch libraries and grade schools. 8,959 volumes were recased and mended at the library, thereby lessening the binding bill.

Gilbert. A library board has been appointed and organized. The opening of a reading room will be the first undertaking of the board.

Hibbing. A dramatic reading of *The Fool*, by Channing Pollock was given by Dr. Henry Clark at the public library, under the auspices of the Hibbing College Club.

International Falls. Two double-faced book stacks have been built to accommodate the county collection, which now contains over 5,000 books. A 12 drawer shelf-list cabinet has also been added. The January report shows a circulation of 3,206 books, a gain of 438 over last January, not including the circulation of books sent to county schools and 21 packages to individuals. The "new teachers" entertained the "old teachers" at a card and stunt party in the library. With a fire in the grate and wicker furniture, rugs, etc., the room looked very homelike.

Kenyon. The library which has been housed in a small room in the city hall for 13 years has been moved into the larger council room, which is lighter and more inviting. A moving bee was held and there were plenty of volunteers to help. New book cases were made by the manual training department, the one for the small children being built with low deep shelves to accommodate the picture books.

Lanesboro. On the evening of January 23rd the public library was formally opened to the citizens of Lanesboro. The large corner room on the first floor of the school building had been a scene of activity for several weeks previous, and had been transformed into a real library. It was surprising to see how much had been accomplished with a comparatively slight expenditure. Mr. Morrill, the superintendent of schools, under whose influence and direction the work was carried on, found, in the building, twenty chairs and two large

study tables that were not in use and which were just what was needed for the library. From "about town" were collected three rockers and a desk. Shelving was built into the alcove and the equipment was complete.

Complete—except for the books—and the story of how these were obtained shows what can be accomplished where there is genuine enthusiasm and co-operation. The school board appropriated \$250 for the library and the state aid amounted to \$40. Three women's clubs, the Tuesday Club, Study Club and Travel Club raised a sum of \$178.50, while the Women's Civic League raised \$142.14. Such of the old school library books as were not too worn were saved and a number of books were donated by the towns people. Over 900 books are now accessioned and in circulation.

Every local organization was asked to contribute money for the magazine subscription, and each one responded, bringing in about \$51 for this purpose.

The work of preparing the books for circulation and starting the records was no small task, but pupils and teachers spent free periods in the library assisting Miss Hefty, the librarian, and Miss Estes, of the Library Division, spent a few days in Lanesboro helping with the organization.

The use that has been made of the library during the month that it has been in operation shows that it is filling a real need.

Leroy. By the will of Ole Reirson, the sum of \$35,000 was left to the village of Leroy. \$25,000 for the use of the public library, on condition that it should be opened every day, and \$10,000 for a park and rest room. This is the largest bequest ever made to a village in Minnesota.

LeSueur. Following the announcement that the public library would be closed January 1st, the Commercial Club took up the matter and collected a sum for its immediate support. They are asking subscriptions from all who wish to have the library kept open.

Madison. The librarian's private room has been converted into a reference room. The bound magazines and Reader's Guide have been placed there, with a new table and lights.

Mankato. During Children's Book Week the Mankato Public Library conducted an essay contest to stimulate an interest in worth-while books. The topic was "The book I like best." The teachers in the various schools were glad to co-operate. All tastes were represented. Some preferred Little women; others Little Black Sambo, Little Lord Fauntleroy, Call of the wild, A man for the ages, and many other equally interesting titles. Three ribbon prizes were awarded in each grade.

The Story-book party on Saturday afternoon at the library, however, was the outstanding event of that week. All the chil-

dren from the upper grades who cared to costume to represent their favorite book characters, were there. The ingenuity shown by the children in planning these costumes, was remarkable. Robin Hood's costume, designed by a fifth grade boy, was considered to be the cleverest. Two of the girls' costumes warranted special mention,—Beauty and The little rich girl. Both were designed by fourth grade girls. The latter won the prize, a copy of the Windermere edition of Heidi. A copy of the same edition of The three musketeers was given to the boy. The prize-winners and others who costumed for the party were requested to wear their costumes at school for the benefit of all the children. Their prizes were also shown. That alone increased to a great extent the interest in the public library.

"Friends in Bookland" was given in December in order to continue the special interest in good books into the Christmas season. Children from the four grade schools, from Good Council Academy and from the two junior high schools took parts. Again did the teachers give splendid co-operation in helping coach the children. The interest stimulated by this play was general. For many weeks afterward, the children visited the public library to get books from the "Friends in Bookland" shelf.

Minneapolis. The New East Lake Branch was opened in February, making the 19th branch in the city system. The building cost \$30,000 and is built on the street line with show windows on the side walk. The interior is arranged without partitions other than book cases. An extensive collection of industrial books will be kept at this branch.

With the withdrawal of Mr. T. B. Walker's gift for the building an art gallery, \$250,000 which had been set aside for that purpose, will be used for improvements in the main library and needed additions to some branches.

The library is to take an active part in a Women's Activities Exhibit which will be held March 5th to 8th inclusive, at the Daily News building on Fourth Avenue South and Sixth Street. This exhibit will be a demonstration of women's achievements along business and professional lines. Miss Countryman has appointed a committee of the library staff to organize and operate an exhibit which will set forth the attractions and advantages of the library profession.

Minneapolis—University of Minnesota. The new University library building is nearing completion. The books will be moved in June and the dedication will take place in September.

The number of books drawn by students in the year 1923 increased 41.6 per cent over 1922. This is accounted for partly by

the greater enrollment, but more largely by the increased assignments in supplementary reading in various courses.

Mountain Iron. The general reading room will no longer be open in the evenings to children below the junior high school.

Owatonna. The library assistants have recently been sent on library visits, one to Rochester and the other to Mankato, the library board paying expenses.

Pine River. The school community library was opened to the public in February, with about 1000 books on the shelves. A new desk and chair have been presented to the library by the High School class of 1923.

Princeton. The Parent-Teacher association gave an entertainment on January 31st for the benefit of the library. From this source and a series of chain teas \$150 has been raised for purchase of books.

Rochester. The county commissioners have made an appropriation of \$600 to the Rochester public library for service to the county. Collection of books have been placed in two of the grade schools and three others will be supplied soon.

St. Paul. The St. Paul Public Library has published the following new lists in 1923: The list of publications: "Gypsies and other followers of the open road," "Nursing;" "Books for boys and girls, outstanding new titles and new editions of old favorites that have come into print during 1922 and 1923;" "Books for Peggy and John, 254 suggestions for the slender purse, twenty-five cents to one dollar." There has also been published in revised edition in 1924, "Railroads, a selected list of books in the St. Paul Public Library;" and a list on "Gardening."

The following lists are now in process of revision: "Reader's guide to the St. Paul Public Library;" "Recent fiction," and The general bulletin of the library.

For several years the Catalog division has been holding staff meetings for the discussion of current topics from library periodicals and for the reviewing of important books. Each meeting is in charge of one or two people who prepare programs and assign subjects to everyone.

Some of the topics for the January and February meetings were: The Williamson report, Library legislation in 1923, Thomas B. Mosher and his press, Mary Mapes Dodge and the founding of St. Nicholas, and some reference books of 1923. The new edition of Bostwick's "American public library" was reviewed and a report was made on the midwinter meeting in Chicago.

In March the meeting will be devoted to "Books about books," including such subjects as book selection, printing and publishing, book-plates, illustration, book collecting, etc.

A book meeting usually alternates with a library meeting and many interesting

groups have been studied and reviewed, as biography, drama, outstanding children's books, poetry, books of science, essays, and out-of-door books.

South St. Paul. "Much nice" was the comment of one of the most enthusiastic Roumanian patrons of the South St. Paul Public Library when they opened the new room which has been added to the Library. The renting of another room adjacent to their original quarters gives the Library the entire ground floor of the Fitzgerald building. A large archway cut between the rooms makes supervision easy, and yet divides the Library into an adult and a juvenile room. The new room has a large store window on the street similar to the one in the original quarters, and it is now possible to have two splendid displays of books at the same time. The librarian believes that the windows aid her greatly in "selling" not only books to her patrons, but the attractiveness of the Library as a place to spend leisure time, as well.

One year ago the Librarian spoke to the Kiwanis Club of South St. Paul on the Library. This year on February 21st The South St. Paul Library spoke for itself at a joint Kiwanis and Commercial Club dinner and program. A large book, called "The Story of Your Library," constructed from lath and beaver board, was placed in the dining room at the Commercial Club. The President of the Library Board presided at the Library half hour and introduced the speakers who came from the book and returned to the book after they had talked. A club woman spoke on "The Library For Those Who Study," a gray haired lady spoke on "The Library for the Casual Reader," a Library Board member read Edgar Guest's poem "The Book," a business man presented "The Library for the Business Man" and Florea Palade, a small Serbian girl told us the "Story of Little Black Sambo!" A Swedish man, who learned to speak English at the Library, was prevented from coming and telling what the Library can do for the foreigner. Alice Kaminiski made an excellent page, in yellow and white, and opened and closed the book for the speakers.

Slayton. The fund received from library teas continues to grow and now amounts to about \$45.

Staples. Mrs. F. H. Knickerbocker, a member of the library board for many years, who is removing from Staples, presented a large part of her personal library to the public library.

Waterville. The afternoon and evening of January 15th was observed as Visitors Day at the public library.

PERSONAL

Dr. James K. Hosmer, librarian of the Minneapolis Public Library from 1892 to 1904, celebrated his 90th birthday recently

with an informal reception at the Leamington Hotel, when many of his old associates called to congratulate him.

Dr. William Watts Folwell, librarian emeritus of the University, celebrated his 91st birthday on February 14th, by delivering an address at the University Charter Day convocation. He is actively engaged on his history of Minnesota, the second volume of which is soon to appear.

Miss Ina T. Firkins, reference librarian at the University of Minnesota, is giving a course of lectures in the use of books and libraries at the Winter Library school at Riverside, California.

Miss Elizabeth K. Clark, head cataloger, Minnesota Historical Society, resigned her position February 1st, to accept a similar position with the Public Library, Kansas City, Mo.

Two former members of the staff of the Minneapolis Public Library have returned to the library on part time. Miss Lucretia Clapp is assisting in the catalog department, and Miss Mabel Abbott has returned to the Music room for half days.

Miss Charlotte Matson is in charge of new East Lake Street Branch.

Miss Alice M. Dunlap, who since her resignation from the Duluth Public Library has been convalescing in California, has now returned to library work as senior attendant, Branches Department, Los Angeles Public Library.

Miss Fern Gavin, of Superior, Wis., a graduate of Northland College, Ashland, Wis., who has had experience in the libraries of Ashland and Superior was elected librarian at Mountain Iron and began work in December.

Miss Thelma Stevens, Breckenridge, Mich., formerly school librarian in Ithaca, N. Y., who has also had experience in Michigan, has been elected librarian at Nashwauck.

Miss Marie Lioret, children's librarian in Duluth, resigned her position January 1st, to take a position in the Detroit Public Library.

Miss Frances Hall, senior assistant in the circulation department, will be acting children's librarian until a supervisor of children's work is secured.

Miss Frances Gandsey, assistant in the Hibbing Public Library, has resigned her position to take a position in Detroit.

Miss Sarah Lamb of Wayzata, formerly assistant in the Minneapolis Public Library, has been elected children's librarian at Eveleth.

Miss Elsie Eaton, hospital librarian at Rochester, was married January 15 to Dr. Louis Faust, of Colorado Springs, a fellow at Mayo Clinic. She is continuing her work half-time, being assisted by Miss Anne Culligan, who has been a volunteer worker for some months.

SCHOOL LIBRARIES DEPARTMENT

BOOK CHOICES

The following brief extracts on developing the pupils' skill in the selection of books are taken from "Teaching to Think" a book by Prof. Julius Boraas of St. Olaf College and the State Board of Education. The full discussion will be found on pages 210-214.

There are, according to estimate, about 5,000,000 books in the world. This means that if a person read one new book every two weeks, or 26 in one year, he would in 50 years be able to read only one book out of every 3,800 in the world's bookcase. There are, in the United States alone, more than 22,000 periodicals of all classes, including daily papers. All of which means that the biggest problem before a reader who does not want to read himself into dreamy stupidity is that of selecting wisely what to read. Yet there are schools which continue the practice of requiring their pupils to read what the teacher sets before them, and which do little or nothing to develop in the pupil any skill in the selection of what to read, so that they will be able to read with discrimination after they have left school.

What can be done to develop efficiency in reading through intelligent discrimination, not only with respect to what books to read but also in regard to the contents of the books which one does read? There is reading for inspiration, for information, for enjoyment, for pastime. There is reading for the purpose of memorizing passages, rules or formulas. The important aim in any reading is to master the thought of the author.

During the last five years supervised study has become a part of the regular program in many of the best schools. In so far as it attempts to aid the pupil to attain mastery in reading, it must be directed principally toward developing skill in critical thinking; for efficiency in the mastery over the thoughts of others, as they are expressed in books, involves first of all **ability to select**. Why is one author to be preferred to another in the same field? What kind of book is it preferable to read; one that presents a general survey of the main facts or one that gives a detailed account? What confidence can be placed in the presentation by a given author? What style of presentation conveys the thought most effectively and easily to the reader's mind? Should the book be read from cover to cover, or will it be more profitable to read only certain chapters or portions? How can one determine which parts of a book to read?

The following types of exercises for pupils are among those mentioned by Prof. Boraas to develop critical mastery in reading:

(1) Prepare outlines and diagrams for conveying the gist of the ideas presented in an article or in a book. Later give an oral or written review of the article or book selected based on the outline.

(2) By using the table of contents, and after a preliminary survey of a book, prepare a set of problems or questions to be used as a guide in the reading.

(3) Make a list of the most valuable ideas contained in a book.

(4) Demonstrate the value of these ideas by showing what can be done with them.

The type of skill in critical thinking to be developed will naturally depend upon the subject studied. **Geography** gives opportunity for comparison of living conditions in different localities, for evaluation of different vocations, and for critical estimation of the relative contributions to humanity of the various races or peoples. **History** calls for verification of statements, comparisons of persons and events, and interpretation of past movements as related to present-day problems. **Literature** gives opportunity for criticism of form as well as of thought. Other things could be mentioned for each subject and the list of subjects might be continued to include all the work of the school.

HOW A SCHOOL LIBRARIAN USES THE LIBRARY DIVISION

In preparing my requests for service from the Library Division I have found the following method very successful. After the pupils' topics have been chosen. I meet with each pupil for a conference. At that conference I suggest possible books or magazine articles in our library that may have any material on the subject desired. Then I give the pupil one week in which to get any additional material from neighboring libraries. At the end of that time I ask each pupil to bring a list of the material he has collected to class. At that time I hand out individual slips of paper at the top of which each pupil writes the complete title for the theme to be exhausted. Below the topic of the theme, he writes, "Available material" or "I have the following material at my disposal," and then enumerates all the material he has on hand. These slips are collected, looked over, and sent in one envelope to the Library Division together with the request for additional material.

I have found that this plan not only teaches the pupils the early steps in research, and the value of books; indexes, and tables of contents; but it also teaches them to work out their themes, in systematic manner from the very outset. In addition,

it prevents the Library Division from having to send us duplicate material of what we already have.

FERNANDA U. URBERG,
Teacher-Librarian,
Freeborn.

YOU AND YOUR HIGH SCHOOL LIBRARY Some Ways in Which the School Library Can Help the Teacher

1. By supplying a variety of material on the subjects dealt with in the class-room, organizing it and making it readily available for all departments, as its usefulness often overlaps. This saves duplication and waste, and much time on the part of the teacher.
2. By compiling reading-lists on assigned topics, subjects for debate, etc., as requested.
3. By making easily available, to supplement our own, the resources of the University Library.
4. By teaching the students how to use reference books, textbooks and magazine indexes as tools to find information.
5. By fostering in the pupils the reading habit and the love of good books.

Some Ways in Which the Teacher Can Help the School Library

1. She can serve both herself and the library by familiarizing herself with the resources of the Library and with the arrangement of the books.
2. By posting library assignments on the bulletin boards in the Library, giving references clearly by author, title and call number. The pupils quickly learn to find books if given the call number, and thus become self-helpful in the Library.
3. By informing the librarian in advance of topical assignments, also of books which will be in special demand because of class assignments in them. These are best kept on the "reserve" shelves.
4. By suggesting to the librarian books which she thinks would be especially useful in the library.
5. By contributing to the vertical file in the Library any pamphlets, clippings or pictures she may chance upon which would prove valuable additions to it.

You see, it is about a fifty-fifty proposition. And remember that the Library is not for the History and English departments alone. Science, Languages, Physical Training, Manual Training, all can make advantageous use of the Library's resources and service to illustrate and illuminate various phases of their work,—not to mention the extra-curricular activities, which will find many of their interests fed and their problems solved through a well-chosen collection of books.

Are YOU getting all the service possible from your School Library? If not, why not?

Are YOU using it at all? If not, are you sure you couldn't to advantage?

The Library is not an independent department. It is the organization which stands behind and boosts. It aims to be everybody's right-hand man. Its very life is co-operation and service.

Help the Library, by helping it to help YOU!

A. M. P.

LIBRARY WORK IN THE RURAL TEACHERS INSTITUTES

Some phase of library instruction has been an important part of the Teachers' Institute program during each of the past three years. The work has been done from the beginning by the regular instructors under the direction and with the help of the Supervisor of School Libraries and the response has been very gratifying. One instructor writes: "The fall program as outlined has been delightful. My only regret is that we could devote only one period to it. Next year I trust we may develop another phase of the work; the use of the supplementary library work in carrying out the new Curriculum, with illustrative lessons to show how it can be done."

The type of work which was done is indicated in excerpts from the reports of the following instructors: Miss Margaret Bieri, Miss Charlotte Knudson, Miss Cora Giere, Miss Lue Olds, Miss Flora Trites, Mrs. Adella G. Duncan, Mrs. Agnes Pyne.

I. Demonstration lesson with children on topics in the Library Course of the Curriculum for Elementary Schools.

"The demonstration lesson opened with a short drill on the alphabet by having the children arrange themselves in a line by their surnames, giving them lists of popular authors of children's books to arrange in alphabetical order (two working at the board, three writing on paper at their seats.) The Table of Contents was then briefly explained, followed by a study lesson using the Table of Contents in their geography and history texts. Out of this work grew the need and use of the Index. A few minutes were spent in examining the Index of their geographies. Each child then chose a library book that he would like to read. This was done in two ways: (1) by allowing the children to choose a book from a group of books, basing his choice on the appearance; (2) by reading brief reports of books which had been written by children who had read the books. The children enjoyed the reports and readily agreed that they liked best to select their books in this way. Attention has been called to the library work outlined in the Library Lessons and elsewhere."

"In every Institute I have taken a class of intermediate grade children and taught a lesson on the use of books. I have used the

course of study as a basis, have reviewed the proper way to open a book, title, author, preface, publisher (sometimes children had never had these things in a systematic way). I have endeavored each time to teach something new to the class as the preface, or the copyright."

"A demonstration unit was given on the following phases of the work:

a. Books as friends.

Children from 6th grade brought their favorite book, talked of why they liked it and told what their taste was in books.

b. Books as tools.

We studied the parts of the book as title, author, publisher, date, frontispiece, contents, index.

c. How to select a book.

1. As a text (strictly-up-to-date.)

2. As a friend or for diversion (all the way back through the ages.)"

II. Correlation of library lessons with other parts of the Curriculum, such as Industrial Arts, History, and Geography.

1. Industrial Arts.

The manual training classes make the book supports, book ends, and shelves for the library.

In "health house projects, and for the discussion of the best kinds of floor covering, ventilation, and lighting," the home economics classes come to the library for material.

In book repair.

2. Art.

Arresting and artistic posters, book ends, and book advertisements are produced by co-operation between the art department and the library. This enhances the appeal of the library and gives the art student practical work that will be appreciated.

3. History and Geography.

"Training of the Greek and Roman youth for their feats of skill and strength."

"Comparison of the early white settlers manner of securing supplies and comforts with present conditions."

"Study of other peoples, ancient and contemporary."

"Comparison of home life."

When these subjects are studied the pupil is taught to use the library for valuable reference and for the intimate details that make the work more personally interesting.

III. Opening exercise period on ways to interest children.

"In the opening exercise periods, we (1) opened our new "Curriculums for Elementary Schools" as we should teach children to open new books; (2) suggestions were made by the teachers as to the best plans they had used to introduce new books to children; (3) brief reports were made of children's books by teachers: Thus the various types of reports which might be expected from the children after they had read library books were offered and teach-

ers were urged to keep the best of these reports on cards in their libraries to assist children in choosing books; (4) interesting facts about the lives and work of a few of the best illustrators of children's books were given."

IV. Class period on the teacher's work in the selection, care and use of the library based on the Elementary School Library List.

"In the talk on the care and use of the library teachers were urged to keep up the classification of their libraries, to mend and clean the books; to allow the boys and girls to assist, to properly shelve the books, to use shelf markers as guides and to post printed or written classification lists as a guide to the contents and use of the library."

"An attempt was made to show the value of the Encyclopedia and World Almanac in teaching the various subjects, and of Biography as a means to instill love of country and American ideals."

tempt was made to show the value of the Encyclopedia and World Almanac in teaching the various subjects, and of Biography as a means to instill love of country and American ideals."

"Teachers were urged to have a desk or table called a "Library Table" on which should be found new magazines, new bulletins, and books to catch the interest of the children."

"Every teacher was urged to allow the children to elect a "child librarian" to assist in the care and management of the library. It was recommended that the teachers post reading lists for each grade, and encourage the reading of at least a minimum number of these books, giving credit in English."

"Books to be purchased were recommended with special attention to the 1923 supplement. To teachers of schools having large libraries it was suggested that at least one or more of the beautifully illustrated editions of books be purchased."

"One class period per week has been given at every Institute to the libraries in the rural schools. I have spent most of that hour discussing reference books for various subjects, and showing that one or two copies of various texts in the list other than the text used will enable every school to have a very good reference library. I have given short drills in classification, always noting the class numbers in the index of the list."

"We have tried to lead the teachers to see the necessity for creating a reading atmosphere and a love of books in their schools, if greater use of the library is to be brought about."

"The teachers have been urged (1) to get the necessary library aids, book lists, etc., (2) to send for posters and other materials that may be obtained from the Book Week Committee, (3) to organize and class-

ify their library books, (4) to induce their school boards to make yearly additions to their libraries even if they have on hand the required number of books. We have suggested how the library lessons outlined on pages 106-109 of the Curriculum may be correlated with the reading, language and other subjects."

"To arouse interest in books and their use, the following devices were suggested and discussed:

(1) Have a book exhibit for a special occasion: Illustrated books, picture books, books for different ages or on a special subject.

(2) Post lists of books on different subjects for different ages.

(3) Post lists of books read by the greatest number of last year's pupils.

(4) Post the lists of the 25 "best books" for country schools chosen by A. L. A. and N. E. A.

(5) Read books to children. Sometimes read to an interesting place and suggest that the pupils learn how the story ends by reading it, or through a study of the pictures.

(6) Have pupils write book advertisements. (See MacGregor's Supervised Study.)

(7) Post lists of questions that may arouse curiosity to read books for the answers. (See MacGregor's Supervised Study.)

(8) Have pupils impersonate book characters at the morning exercises for the audience to guess.

(9) Book contest. Distribute cards on which the pupils have written book character riddles. Those guessing the largest number of riddles and naming the book from which the character was taken win the contest.

(10) Make books at school to be added to each pupil's personal library. Encourage each pupil to start a library.

(11) Organize a reading club or have a reading party. Pupils read or tell the best thing read recently.

(12) Have pupils keep a record of all books read. A section of their "progress book" may be used for this purpose.

This fall in the class period we have had:

1. A discussion of the work covered in previous years and its connection with this year's lessons.

2. The teachers who had put their libraries in order were commended and suggestions were given for keeping the libraries in good shape.

3. Stress was laid on the study of the Elementary School Library List. Books were suggested for order this year. The new Curriculum's bibliographies were stressed.

V. Parent Teachers Organization and Children's Book Week.

"I have talked at Parent Teachers Organizations where I have given institutes on Book Week and wise use of leisure time."

LIBRARY INSTRUCTION AND WORK WITH CHILDREN IN THE STATE TEACHERS COLLEGES

Bemidji—

The exact nature of the library course at Bemidji State Teachers College has not been settled, but the last decision was that it should be compulsory but without credit. It will be required of all Juniors and will be given once a week for six weeks. The class will be divided so that half will receive instruction during the first six weeks of the term, and the other half during the last six weeks. I expect to cover the use of the catalog and Reader's guide, the classification, encyclopedias and the special reference books in our collection, with a few directions about the making of a bibliography. We have never before had systematic instruction in the use of libraries. The summer course, is a course in methods of administration designed to meet the needs of rural teachers.

Our children's library has been in existence since a year ago last November and we have 506 books, an average daily circulation of 15 and a "population" of 103 children. The library has been open one hour a day after school, and all children above the second grade are privileged to draw books. We have tried to maintain the freest relations with the children. There has been practically no discipline problems and since there was no library reading during our after school period we could discuss books to our heart's content without disturbing anyone. If someone reports that she hated Kipling, we would all settle down and read aloud "How the Elephant got his trunk" just to see what was the matter with Kipling anyway. We didn't find out, of course, so it was necessary to take the book home and finish it.

We have been constantly met with the question, "Why don't you have the Rover Boys?" or the Boy Allies, or the Boy Scouts, etc. It has been a hard question to meet tactfully, but finally I offered to read one of a Boy Scouts series and promised to buy some if they proved worthy. Gerald told me that they weren't like the silly ones where a guy does something and has a stroke of luck and gets a lot of money, these were good. I confess it was better than I expected. They do stand for sportsmanship and wholesome ideals, and give recipes for cooking chickens in a hole in the ground, curing ivy poisoning and frying your catch in the open. In fact, the one I sampled was a regular camper's vade mecum. It had no style, no plot, and was filled with atrocious dialect. I reported

back to my boys just what I thought of it, both good and bad, and tried to explain why it didn't come up to our standards. They accepted the decision without question, apparently, and I have not since been asked why we didn't have that sort of book.

They all feel the inadequacy of our collection and I am pressed with offers of loans. These can usually be evaded, but I was left without an excuse when a group of boys admitted that the reason they wanted to lend me their books was to have pockets put in them. They had collected all their books, numbered them and started to have a library, but didn't have any pockets, and so had to abandon the project. I gave them a sample pocket for a pattern and admitted "Honest Ned" to our shelves for a brief period. "Ned" is one of a series of three. They urged me to read it and the next one, but not the third. That is too bloody. "Honest Ned" did not prove popular and we had some good discussions of cheap books as a result of their confession that they did not like it. One of the boys summed it up pretty well when he said "It's like all of them; a swell picture of a cowboy on the outside and no good at all when you get to the middle."

There have been a number of children who did not care enough about reading to stay after school and all our efforts have failed to reach them. It was chiefly to force them into the library that we changed our plans. We open the library as usual after school on Wednesday, but all other days it is closed. Then Saturday afternoon each grade has a period just for library reading. The second and third grades have only twenty minutes, but the others have a half hour each. The time is given to reading and assistance in selecting books and only the last five minutes is used for charging books for home reading. This plan has been in operation only for two weeks, but those two weeks show an increase in circulation over that of the former method. Already a few of our non readers have taken books and in time we hope to win them all. Later we hope to introduce lessons on the use of the library, reading aloud and story telling into these periods, but we hope never to lose sight of the fact that they are primarily planned for recreational reading.

In all our work the teachers have given us wonderful support and have never grudging any time or effort which the library has required of them. They have cheerfully rearranged programs and put our latest plan into effect, and co-operate constantly in our effort to avoid over dues and fines. When Rolfe and the Vikings Bow, stood untouched on the shelves in spite of our best efforts to make it attractive, the eighth grade teacher converted it into a "most popular book" in five minutes. Without the teachers we could not make our work half so effective.

There is certainly a place for children's librarians in our Teachers Colléges, and I hope we may all have them some day.

HELEN E. FARR.

Duluth—

An occasional talk has been made at such times as the various teachers give up their regular class hours. The Superintendent of the Training Department has given two of his general conference periods of 45 minutes each at the beginning of each new term so that I reach all the Seniors just before they take up their practice teaching. The instructors in the Elementary school have given, now and then, one of their conference periods, and this gives me a chance to review before the same students, only in smaller groups, the work I took up with them at the beginning of the term.

For the fifth and sixth grades I supplied a school-room library (as they are so remote), made a duplicate set of book cards and after the pupils had elected their librarian taught him how to keep the record of borrowers.

In the upper grades of the Elementary School the instructors have made a list of children's books and they are keeping a record of each child's reading.

The first and second grade practice teachers have done considerable mending of textbooks and I have given them lessons in "first-aid" work.

RUTH ELY.

Mankato—

The new library at Mankato Teachers College has a very attractive Children's Room as an important feature. This will be described in a later issue.

The experience gained in the Children's Room of the library that burned proved the value of such a room in a school devoted to the training of teachers. The need of a trained children's librarian is felt here and in the other Teachers Colleges. Instruction in the use of books and libraries is given to all entering classes and again to teachers just beginning their practice teaching.

Moorhead—

We have 192 practice teachers in the training school this term and are giving them all an introduction to the library course as it is outlined in the Curriculum for Elementary Schools.

At present I am meeting the practice teachers in groups for instruction in the use of the juvenile section, catalogs, indexes, bibliographies and all other aids in finding materials for their work with the pupils.

Some of the practice teachers are doing library work for teaching credit. Each girl, during her period, is in charge of the juvenile section under supervision. They keep the books in order and wait on the pupils. Each of these practice teachers has a problem in bibliography. They are much interested in doing good work both with the chil-

dren and in searching for references. They feel that it has been a great benefit. Next term there will be a practice teacher for every hour. This work is constructive from the library standpoint also, as the bibliographies will be corrected, revised, completed and added to our bibliography files. The best results have been accomplished through the work with the supervisors who carry it on to the practice teachers wherever and whenever they can work it in. They are using the juvenile section in a most encouraging way.

The State Library Division with the means for securing its services after the students go out to teach is explained. Next term a senior student assistant who has completed her practice teaching and who had the library course last year will carry some of this library instruction into the grades.

We are keeping records of the outside reading of the pupils in the grades; and our supervisors are all so well acquainted with book materials for the use of the pupils in their grades that from the reading standpoint the record of this school is high.

SARAH HOUGHAM.

St. Cloud—

The work of our Children's Room may be divided into three parts, as follows:

I. Work with the children themselves.

a. At the library, in the children's room.

1. Library hours, outside of school, are arranged for children in the grades 2 to 4 inclusive. Books suited to the children are placed on a table, reserved for the children's special use at these hours. Student teachers have charge of these periods, aiding the children in their choice of books and in the charging of them. The librarian is also present and helps in any way.

2. Children in the upper grades come to the library at any time, find and charge their own books. Each child places his grade number after his name on the book card so that grade reading statistics are made possible. One of the librarians is always at hand to help when any assistance is needed.

3. Reference books for the use of the older children may be placed on reserve in the children's room by their student teachers.

4. Book lists and book wrappers are posted on the bulletin board in the Children's Room to advertise special and new books.

b. At the Training School.

1. Oral reports of library books are made the basis of class work on library days. The purpose of these oral reports is two-fold,—training in the use of good oral English and in interesting other children in books.

2. Book reports may be written by the children on cards provided for the pur-

pose. The cards are kept on file in the classroom so that any child may consult them and become interested in books.

3. Certificates, signed by the director, the teacher, and the librarian are given for the reading of a given number of books. Seals are given for additional reading. The oral and written reports are made the basis for the judgment of the child's knowledge of the books read. These certificates and seals are planned as a measure of achievement, not as a reward of merit.

4. Attractive graded reading lists are provided for each child and are also posted in the classrooms for reference.

5. Books are also advertised in the Training School by posters and book talks to the children.

6. Books to supplement the class work may be drawn from the library and placed in the classroom by the student teachers.

7. Classroom libraries are provided to supply reading material for the brighter pupil who completes his lesson before the other children and to provide material for the intensive study of a special subject. Ex. Indians, Vikings, etc.

8. Library lessons, some in the classroom and some at the library are planned to form a part of the course of study of the training school.

II. Work with the student teachers.

a. Special effort is made to aid student teachers.

1. In providing reference material such as children's books, pamphlets, clippings, and a large collection of pictures.

2. In finding this material. In this connection, students are encouraged to help themselves as far as possible although the librarians are always at hand to help when necessary.

3. In giving special time privileges to encourage the use of library material.

III. Reference work with the other college students.

a. Students in the children's literature classes.

1. Books are provided for the intensive study of the different types of children's literature and for enlarging the future teachers knowledge of the best books for the children's recreational reading.

2. Bibliographies of various types of children's literature, based on the Elementary School Library List, and graded reading lists are provided for each student.

b. Other college students.

1. Children's books as reference material are supplied to help in the working out of the college classroom lesson.

c. Exhibits of books.

1. Exhibits are made of books useful in the teaching of school subjects, such as history, geography, etc.

2. Books suitable for a school library are shown and mimeographed sheets of library organization directions distributed.

EDITH GRANNIS.

Winona—

Because of the fire, the lack of a catalog, shortage of reference books, and confusion of periodicals, we had to omit this year, also, any general library instruction. All that has been done so far is three periods that I have given to each of Miss Christensen's groups of rural students, about what is given in institute.

We are offering a class in library methods in the spring term. I have asked Miss Cecile Evans to take the class, as there is so much to do in straightening out the still existing confusion. I expect to be in summer school and will have a class then also if there is a demand for it.

MARY GRANT.

RANGE SCHOOL LIBRARY CLUB

A program for the library section of the 1924 Northeastern Minnesota Educational association, was prepared at a meeting of the range school librarians at the Eveleth library building Dec. 8. Range librarians will play an active part in the convention program next year, it was determined. Tentative plans for the staging of a campaign to teach the use of books and libraries in the school were also discussed at the session.

HOMEMADE PERIODICAL BINDING

At the present prices of binding, it is hardly worth while for a school library which will not have shelf space to care for files of magazines many years back to tie up much money in binding them. Yet the files of indexed magazines for a few years back are extremely useful reference material for a school library, and should not be allowed to disintegrate as they do if not protected.

The monthlies I prefer to keep as separate numbers, and I find that they stand almost any amount of wear if reinforced as follows:

Remove the cover carefully, getting it all off in one piece. Apply paste to the inside of it and rub it down smoothly on a sheet of red rope paper or manilla. Trim off the manilla even with the edges of the cover. Crease the back in the original creases. Replace the magazine in the reinforced cover, and with an awl or a Gaylord drill, punch two holes about four inches apart and half an inch in from the back edge. Through these holes lace a strong cord, and tie tightly. The cord that goes with the Gaylord Duplex binders is good, but the most convenient thing is the Berkseco dart button fastener, which has the needle on the thread like a shoe-lace. (Berkseco, 10 Ferry St., N. Y.)

The weeklies are not so satisfactorily reinforced separately in this way, because they are thinner and therefore, don't stand up well in the rack, and are also difficult to keep in order in the files of back numbers. I think it is better to keep several numbers together on the rack in some sort of stiff binder which will hold several (Gaylord duplex binder can be used) and after they are retired to the "back numbers," collect them in volumes of convenient size, not more than seven or eight numbers in one volume for magazines the size of the Literary Digest,—and bind them in a "Home-made" binding.

For the sides of this I use brown marble board, which is less expensive than photograph, and looks very well. Strip off the covers and advertising pages. Put the magazines in a clamp, having first arranged them in the proper order and made the edges as even as possible. Drill three or more holes, according to the size of the magazine, about three inches apart. With a double length of binder's thread or any strong linen thread, sew down through the first hole, up through the second, etc. through the last hole, then back again. Draw the thread tight. When the thread comes up through the first hole, tie it to the end which has been left sticking up through the first hole.

The next step is to make the cover. Cut two pieces of the marble board a little larger than the magazine. Cut a strip of book cloth, about $3\frac{1}{2}$ in. wide and about two inches longer than the cover boards. (The cloth may be bought in strips of varying widths.) With ruler and pencil, mark off a space on the middle of the strip, inside, a little wider than the back of the volume. Apply paste,—"Sphinx" is the best for this work,—outside of the ruled lines, and lay down the cover boards on it, **outside down**, bringing their edges even with the ruled lines. Cut a strip of brown kraft paper just the length of the covers, and about an inch wider than the width of the cloth between the edges of the cover boards. Apply paste to this and rub it down to the cloth at the back, letting the edges extend a little over the edges of the cover. Now fold over and paste down the extensions of the cloth strip at top and bottom. Voila! the cover is made. Let it dry thoroughly before putting the volume into it.

The process of putting the volume into the cover is just like that of recasing a book. Cut a strip of outing flannel about two inches wider than the back of the volume, and a trifle shorter. Apply the Sphinx paste rather liberally to the back of the volume, and lay on the flannel strip with its extra width evenly distributed on each side. Rub it well into the ridges of the back with a bone folder, and let it dry before putting it into the cover.

Then put waste paper between the flaps

of the flannel and the sides of the volume, and apply paste to the outside of the flaps, but not to the back of the volume, as it is better to leave the back loose. Put the volumes into the cover and push well back. See that the flaps are smoothly pasted to the sides of the cover, and let it dry in a press.

The last step is to put in an end sheet of the brown kraft paper. This should have a loose protecting leaf just the size of the magazine pages, but need not extend over the whole of the cover,—just far enough to cover the flannel.

The back of the volume should be marked with white ink, with title of magazine, volume number and part, and inclusive dates. Then shellac the back. e. g.

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This sounds rather more complicated than it is, I believe. It really isn't such a job, and any neat-handed girl can be taught to do it with a little supervision.

ALMA PENROSE,
University of Minnesota
High School

NEWS FROM SCHOOL LIBRARIES

(Items for this column are urgently requested from all school libraries and public libraries doing school work. Pass on your ideas).

Adrian. Our school library is open to the community, but very little use has been made of it until recently. With the help of the Commercial Department, we prepared a list of over two hundred books suitable for adult reading. These lists have been mimeographed and sent home to the parents and others who are interested in reading. This work was completed about two weeks ago and already there has been a noticeable increase in the number of books that have been drawn out by the people of the community.

Albert Lea. The school library at Albert Lea has a Library Club. Meetings are held twice a month when there are speakers or the librarian gives a lesson in the use of books and libraries as a formal part of the program and a short period for informal discussion of what the members have read. The public librarian is an honorary member.

The work during the school day is done by five committees under the direction of the school librarian. A general management committee puts books away and keeps order; a program committee provides for the club meetings; a bulletin board committee works out ideas for posters and the bulletin board; a publicity committee writes for the school paper; and a magazine committee checks articles of interest in the magazines and reports these to teachers and students. The following clipping is the work of the publicity committee:

LIBRARY CLUB IS NOW A REALITY.

So many girls from both Girls' Clubs signed up for the Library Committee that the librarian suggested a club with regular meetings to carry on the committee work. Everyone approved of the idea and made arrangements for organizing. December 20, definite plans were made.

The following officers were elected unanimously: Helen R. Elliott, President; Ruby Peterson, Vice President; Mary O'Byrne, Secretary.

This club offers to members a splendid opportunity to learn what's what in the library and why. It is expected that it will make a great difference in the attitude toward the library taken by both the students and the public in general and we hope that everyone will take advantage of this instructive yet entertaining course offered by the Library Club of Albert Lea High School.

Where Will You Find It?

Are you looking for the great authors, Homer, the story of the Bible, or about the time when the English Bible was used as literature. What was the nature of the myths? Do you know about the Greek myths and the poets? Let us learn something of the Greek and Roman writers; it will help us get the basis and the development of our present day literature. Do you know what the Renaissance brought about and who the great writers were in that period? You may ask, where will I be able to find out about all this?

Students taking Shakespeare, do you know how his plays were performed? Shakespeare had an educational value but what is it? Read it, students of Shakespeare, read about him and how to read his plays and something of their importance.

Here you can find something on the lives of great writers. Here you can find the lives and works of the writers, in a clear and concise way, without being burdened with detail.

Where will you find it? Next time you go in the library ask for *The Outline of Literature* by John Drinkwater. You will be surprised when you see what good results you can obtain from reading this book.

Becker. Charlotte Netland, teacher-librarian, assisted by Evelyn Erickson, is reorganizing the Becker School Library.

Belgrade. The Belgrade public school library has been reorganized and equipment has been obtained for running the library in a more efficient manner.

Bemidji. The School Library is being equipped with Library Bureau Shelving.

Breckenridge. Now is the time for the teacher to make the very best use of the rural school library. It is useless to expect much reading in rural communities during the active farming months, but in the long evenings of winter there are two or three hours after supper that country folk have for leisure. Parents and children will welcome good books and magazines. The many fine books of animal stories are especially interesting and appropriate now. In the winter, too, the Congress is usually in session and people's minds are more easily turned toward questions of national and state-wide interest. There is better opportunity to teach good citizenship, patriotism, and loyalty through well-selected timely articles on current thought and movements. Moreover, in rural sections such local governmental activities as grand jury and town meetings, sessions of county courts, and meetings of tax-levying bodies are usually held in the winter months when the farmers are not

so busy, and the rural library may be well used to give help and information along these lines of civic duty.—Breckenridge Telegram.

Delano. Members of the Parent-Teachers Association and others interested held a conference with the Supervisor of School Libraries recently concerning the extension of service to the community.

The school library has secured service from the Free Traveling Library of the State and the books will be loaned to pupils of all schools and to adult persons who are responsible for the care and return of them.

The library is open Wednesday evenings.

Madelia. Alice James is completing the organization of the Madelia School Library.

Marshall. Estelle Monnihan, teacher-librarian, is in charge of the school library at Marshall. Spacious new quarters have been provided. Miss Wood spent a day in starting the work.

Montevideo. The Library Board at Montevideo met with Miss Wood recently to discuss the details of the contract plan under which that library is working.

Morristown. A meeting of the Parent-Teachers Association was held February 12 at which Miss Wood spoke concerning the Community-School Library.

St. Paul. The School Division of the St. Paul Public Library shows gratifying progress in spite of a shortage of funds. Library rooms are being equipped in the new school buildings.

The central High School has been reorganized on a two shift plan and Miss Margaret Snyder is assistant librarian. On January 4, Miss Wood spoke to the members of the School Division Staff on various aspects of School library work and particularly, of points of especial interest on the program of the Mid-winter meeting. Tea was served.

St. Paul Park. Matie Kealy, teacher-librarian, of St. Paul Park is rearranging the School Library.

Watertown. Maida Wheeler, teacher-librarian is putting the Watertown School Library in order. The room is very pleasant.

PICTURE EXHIBIT

The Duluth Public Library has recently had an exhibit of pictures especially for the teachers of the city schools, both for the purpose of showing them the possibilities of the picture file in the reference room as an aid to their work, and also to direct them to sources where such inexpensive pictures might be purchased. The auditorium of the library building was given over to the exhibit for four afternoons and evenings. The pictures were hung on the walls or fastened on large screens which were made to serve the purpose of dividing the collection and forming alcoves devoted each to a special

subject interesting to teachers. In this way were displayed pictures on commercial products and industries, geography, literature, picture study, history, and nature study. A group of books in each alcove called attention to the resources of the library collection as a further aid to study and in the industrial section were placed exhibits in boxes, most of them collected from wholesale houses and showing the different processes in the manufacture of such products as cotton, silk, wool, linen, iron, paper, etc.

Pictures from the Perry Pictures Co., Malden, Mass., the National Geographic Magazine, Washington, D. C., A. W. Elson Co., Mass., Brown-Robertson Co., 415 New York City, George P. Brown Co., Beverly, Mass., University Prints, Newton, Mass., Detroit Publishing Co., Detroit, Mich., Thompson Co., Syracuse, N. Y., (blue prints) and the Mentor, Springfield, Ohio, were represented and catalogs from these firms gave prices and other information.

In order to reach as many as possible of the teachers in the city schools, an announcement of the exhibit appeared in the weekly calendar issued by the Board of Education and sent to each teacher. One of the daily newspapers also announced the exhibit.

Other sources of good inexpensive prints are Little gems in color, W. J. Champion, Auburndale, Mass., Longmans, Green & Co., New York City.

Bird Chart

A very attractive chart with detachable birds to be placed on the trees as the birds appear is published by Charles Scribner's Sons, Chicago, Ill. It is known as Hardenbergh's Bird playmates, and there are sets of land and water birds, with about eighty birds in each. Price, per set, \$2.50.

A CORRECTION

Through an oversight the last four numbers of **Library Notes and News** covering the year 1923 have been incorrectly numbered, volume 8. These should be Volume 7, Nos. 5-8. The correct numbering is resumed with this issue. It is suggested that any library which preserves its files for binding should make the correction on its copies.